

YOUNG LANGUAGE LEARNERS' MOTIVATION IN JAPAN

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Introduction

To facilitate motivation in young L2 learners, we must understand what motivates them and how their motivation varies (cf. Carreira, Ozaki & Maeda, 2013; Ryan & Deci, 2000; Djigunović, 2012). Young second language learners are often believed to be certain of success and thus their motivation (among other factors related to their learning or teaching) may be insufficiently investigated. But researchers and teachers rightly continue to probe the motivation of all L2 learners, and variation across individuals and groups (Bronson, 2000; Djigunović, 2012; Deci & Ryan, 2000). Researchers who study young language learners' motivation have identified various factors amongst them (Bronson, 2000, Carreira 2012, Djigunović, 2012, Nikolov, 1999). Bronson (2000), using the theoretical framework of self-regulation, claims that the learning environment greatly impacts young learners' motivation. Similarly, Wu (2003) maintains that perceived competence, autonomy, and the classroom learning environment are strongly associated with intrinsic motivation in learning a second language. Also, Nikolov (2002) revealed that young language learners' motivation results from their preceding classroom experiences as well as the impacts from their caregivers, namely, teachers, friends and family (see also Deci & Ryan 1985, 2000; Carreira, 2016; Nolen., Horn & Ward, 2015). In Japan, Carreira (2011; 2016) and Carreira, Ozaki and Maeda (2013) drew on Self-Determination Theory (Deci & Ryan, 1985) to explore public elementary school students' motivation in learning English as a Foreign Language (EFL). Their research showed that age correlates with different types of motivations such as intrinsic and instrumental motivation. Not surprisingly, their learners were typical of young Japanese learners, in that they live in a mainly monolingual society with no likelihood of meaningful contact with English users, limited contact with a native speaker of English. However, despite appearances or popular opinion, Japan has some areas

more diverse than others. Thus, it is possible to study the different motivational factors of young Japanese language learners who live within a monolingual community yet learn English at an international school. In this respect, probing young language learners' motivation in such a context may add new implications in the field of young language learners' motivation. In the study to be reported here, I investigated the motivations of Japanese elementary school students studying English in an international school in Okinawa, Japan.

Literature Review

Motivational Sources for Different Age Groups of Children

Previous research has shown that as children become older, their sources of motivation to learn a foreign language change (Bronson, 2000; Carreira 2011; 2016, Carreira, Ozaki & Maeda, 2013; Djigunović 2012; Nicolov, 1999). Since age differences appear to be related to EFL young language learners' motivational orientations (at least in the relatively small number of cases we have data for, including Japan: Carreira, 2012), it is important for foreign language teachers to be aware of the changes in children's motivation to support their learning of EFL effectively (Carreira, 2012; Enever, 2011).

A major longitudinal study that revealed age-related differences in attitudes and motivation of young EFL learners is 'the Péc Project' (Djigunović, 2012; Enever, 2011; Nicolov, 1999). In the study, 84 children were considered throughout eight years in Hungary¹. Three broad developmental phases corresponded to three age groups; 6-8 years; 8-11 years; 11-14 years of age (Djigunović, 2012). When asked why they like to study English, the first age group (6-8 years) gave reasons such as "because it is fun" and "because the teacher is nice"

¹ Mostly in the city and area called Péc.

(Djigunović, 2012; Nikolov, 1999; Pinter, 2017). The lowest age group showed family-related external motivations, and gave family-related utilitarian reasons for learning EFL such as “My mother said if we went to Italy I would interpret” (Nikolov, 1999, p. 42). For the second age group of children (8-11 years old), their reasons were similar to the ones from six to eight years old children; however, external reasons were more frequent and different from those of younger learners: “because I got signed up [for the foreign language class]”, and utilitarian reasons were also more frequent amongst them: “so that I will be able to talk” (Nikolov, 1999, p. 43). As for 11-14-year-old children, they gave classroom-related answers more frequent: “you don’t need to be afraid; classes are good; classes are not boring” (p. 43). Interestingly, reasons related to the teacher were less frequent in this age group, and external reasons were very rare. Instead, utilitarian purposes were the typical reasons, as in this example: “because it is important to speak a foreign language” (p. 44).

In the Péc Project, classroom-related reasons were prominent throughout the three phases giving evidence of both extrinsic and intrinsic motivation for learning English. Teacher-related reasons became less frequent from the age of eight years old to 14 years old of age in the project (Djigunović, 2012). Similarly, in the Japanese EFL context, Carreira’s (2013) study also found that “children are influenced less by teachers as they grow.” This result showed that the age group of eight to eleven years old need more teacher support than those who are older, so that it is necessary for teachers to give more support to enhance their motivation by giving positive feedback, encouragement, and helping them understand the forms of language when they are struggling (p. 716). Regardless of the differences of ages and their motivational factors, success (and motivation) in early foreign language depends on positive classroom experiences such as intrinsically motivating activities, materials, tasks and teachers’ constructive feedback

(Djigunović, 2012, Oga-Baldwin et al, 2017). In the next section, I will review studies which underline the learning environment as one of the significant motivational factors for young language learners.

Young learners' motivation and Learning Environment

Bronson (2000) argued for the importance of the foreign language learning environment for different age groups of young learners. Social and environment factors can exacerbate or strengthen learners' intrinsic motivation (Carreira, 2013; Ryan & Deci, 2000). In the same vein, Pinter (2017) stated that students who had positive language learning experiences in primary school will likely continue studying English even after they grow older. In this regard, it is safe to say that creating positive and enjoyable language learning environments for young learners will ultimately provide long-lasting motivation. From a social constructivist point of view, Bergin (2016) described how individuals' social experience influences their interest development. Notably, Japanese students, including elementary students, are unfortunately in an education system that values academic study primarily as a tool of entry to white-collar careers and jobs. These students may be influenced by social groups that measure them by their obtained academic qualifications. Kikuchi (2009) found that high-stakes examinations are one of the major factors deflating EFL learners' motivation in Japan. For example, students in his study reported that because English classes were grammar-focused and designed to prepare students to pass high-school or college entrance examinations, that demotivated them from learning EFL. Interestingly, these students believed that English *would* be useful if they could speak it; however, that belief did not change their attitudes toward learning English. Therefore, Japan is not different from most educational systems: its learning environments appear to have a decisive influence over EFL learners—what motivational orientations learners come to have can be

determined by their learning environments.

Motivational Influence from Young Learners' Significant Others

It is generally accepted that teachers and parents influence children's performances and behaviors (cf. Ryan, Stiller, and Lynch, 1994). Previous work showed that young EFL learners adopt attitudes of their parents, siblings, friends, and teachers (Bergin, 2016; Djigunović, 2012). In the large-scale study of language learners' motivation conducted in Hungary mentioned earlier (the Péc project; Enever 2011; Nikolov, 2002, also discussed by Djigunović, 2012), teachers were seen as a distinct source of motivation for the young learners. Students in the study gave reasons for studying foreign languages such as "because the teacher is nice and kind", "teacher loves me", and interestingly, "the teacher was long-haired" (Djigunović, 2012, p. 63). In addition, Oga-Baldwin et al.'s (2017) study showed how teachers' support, including what they do and say, influences young learners' motivation over time.

Similarly, empirical studies showed that parental involvement and interests significantly influence children's interests and academic achievement (Bergin, 2016; Fan, Williams & Wolters, 2012). Grusec, Rudy and Martini (1997) pointed out that parents' values are often internalized by the child, when there are positive relationships between them. This is because the child is exposed to those values at all times, and they begin to "comply with parental wishes" (p. 270). Williams and Wolters (2012) reported that parents' aspiration and parental advising for their children have a strong and positive effect on their children; and the results indicated that parental aspiration for their children's education benefited the children's motivation and academic self-efficacy to learn English. Moreover, Ryan and Deci (2000) stated that parental communication can enhance or exacerbate a child's intrinsic motivation. However, their studies investigated the relation between parental effects and language learners' motivation in Western

contexts; no motivational studies have incorporated parents' perspectives in exploring young language learners' motivation in the Japanese context. Considering many possible social factors is fundamental to have a holistic view and develop broadly-applicable theory when probing young learners' motivation.

Deci and Ryan's Self-Determination Theory (SDT)

Deci and Ryan (1985, 2000; Ryan & Deci, 2000) stated that the causality of intrinsically motivated behaviors is involved with interest and enjoyment. The scholars also stated that intrinsic motivation is often accompanied by a sense of autonomy. Furthermore, they highlighted that intrinsically-motivated behaviors require perceived competence. For instance, individuals carry out intrinsically motivated behaviors because the activities or tasks are fun, challenging, but manageable, and are encouraged by their sense of self rather than by external factors.

In addition to the description of what causes the intrinsically-motivated actions, Deci and Ryan (2000) explained that intrinsic motivation is linked directly to well-being and the satisfaction of human beings' three innate psychological needs: autonomy, competence, and relatedness (Deci & Ryan, 1985, 2000; Ryan & Deci, 2000). These three basic psychological needs can be explained with the following exemplified situations: "When lonely, people may explicitly seek out companionship, when controlled, people may explicitly seek out autonomy, and when feeling ineffective, people may explicitly work to become more competent" (Deci and Ryan, 2000, p. 230).

In SDT, Deci and Ryan (1985, 2000) consider the social and environmental context. The scholars emphasized that learning environments where learners can satisfy their basic psychological needs are essential for learners' healthy development and the well-being of all individuals regardless of culture (2000, p. 231). The scholars explain that social contextual

support, including caregivers' support, facilitates learners' motivations. Contrariwise, social and environmental factors can weaken their motivations (Deci & Ryan, 1985, 2000; Ryan & Deci, 2000). According to Deci and Ryan (2000), the fulfillment of the need for relatedness provides a backdrop for nurturing students' intrinsic motivation by allowing them to feel a sense of security (p. 235). Thus, not only fulfilling psychological needs of *autonomy* and *competence* of learners, but also creating an environment where they can build positive connections with their peers and teachers is important to nurture language learning motivation.

For school-related motivation, given that not all the language learning tasks or learning processes can be inherently interesting or enjoyable for learners, an internalization of extrinsic motivation should be discussed (Deci & Ryan, 2000, Nolen, Horn, & Ward, 2015, Ryan & Deci, 2000). In SDT, there are different levels of extrinsic motivation, and the level varies depending on the degree to which individuals are internalizing or introjecting why they perform the actions (Deci & Ryan, 1985). For example, when a student studies for term tests solely because her parents demand her to receive a good grade, this is extrinsically motivated because she is doing it out of feelings of compliance. Similarly, when a student studies English because she believes that English is a global language, and it will be useful for her future career, this is also extrinsic motivation because the action is derived from the sense of volition. (Or, it is not really derived from volition unless we can say that the extrinsic motivation has been internalized.) Such externally-determined activities can be "fully transformed into self-regulation, and the result is self-determined extrinsic motivation" (p. 236) with supports of increasing autonomy, perceived competence, and relatedness (Deci & Ryan, 1985; 2000). For instance, even though an activity could not primarily be interesting to a student, if the causality of her behaviors become more self-determined, it may be seen as a more intrinsically-motivated form of motivation.

In this regard, focusing not only to enhance one's intrinsic motivation, but also taking account of different types of motivation, especially the ones more self-determined, are essential for facilitating human's motivation (Deci & Ryan, 1985, 2000; Ryan & Deci, 2000).

Application of SDT to Young Language Learners' Motivation in Japan

In second language acquisition, studies have incorporated the SDT framework to investigate second and foreign language learners' motivation. In the Japanese context, Carreira (2012) has studied Japanese elementary school students' motivational orientations for learning English as a foreign language and explored the relations between motivational orientations and psychological needs. In her study, she reveals a pattern that reflects a continuum of increasing young learners' self-determination. She suggests that designing an English class that promotes students' perceptions of autonomy, competence, and relatedness is essential to enhance students' motivation. Similarly, Oga-Baldwin et al. (2017) used the SDT framework to understand the development of Japanese young learners' motivation in learning a language. According to Oga-Baldwin et al., more external forms of motivation come from "a sense of 'ought to', shame or other social pressure associated with a task" so that young learners who might have these feelings would perform in order to receive positive regards from friends, parents, and teachers (p. 141). As both Carreira (2011, 2016) and Oga-Baldwin et al.'s (2017) studies show, Japanese EFL students' motivation is connected to their significant others, such as peers, parents, and teachers.

Different Research Comparison Approaches to Understand Children's EFL Motivation

In relation to adults' language learning motivation research, only a small portion of studies investigated young language learners' motivation. Within the small portion of young learners' motivation research, the ELLiE research project is the largest so far; a comprehensive

study that investigated the effectiveness of the teaching of second languages in primary schools from various perspectives (Enever, 2011). This study was partially supported by the British Council, aiming to explore the potential for a large-scale study and was a three-year longitudinal study (2007-2010) conducted across seven countries in Europe (Enever, 2011, p. 12). In total, approximately 170-200 children aged seven to eight years, including six focal learners from each class and from each country, participated in the study. The researchers used uniform procedures for data collection which were synchronized across all the seven countries. The instruments were principal interview, student and teacher interviews, lesson observation, class smiley questionnaire, class reading, listening and speaking task and parents' questionnaire (Enever, 2011). The ELLiE project used quantitative and qualitative data to probe young learners' motivation to study English as a foreign language.

In the Japanese context, literature concerning young learners' motivation has mostly used questionnaires to investigate learners' motivational status. This was the research methodology used in the most prominent study of elementary students' EFL motivation in Japan (e.g., Carreira, 2006, 2011, 2013, 2016). Note that the motivational studies were conducted at Japanese public elementary schools that teach English through activities, such as songs and games, aiming to foster learners' desire to speak English (Carreira, 2012). In Carreira's (2006) study, which explored elementary school students' motivation for learning a foreign language, participants were from three different schools that implemented English lessons once or twice a week (a lesson is 45 minutes in Japanese elementary schools); or as a module such as a 20-minute English lesson four times a week. That is to say, the participants were exposed to English for about 90 minutes or less per week. Carreira (2006) researched their motivation from various aspects; for example, she examined children's motivation from the perspective of SDT, how age

affects their motivation, and how learners are feeling during English classes. She developed a questionnaire based on literature regarding motivation in SLA and obtained quantitative data from closed-ended questions in her questionnaires (cf. Carreira, 2006, 2011, 2013). She first conducted Exploratory Factor Analysis (EFA) to identify underlying factors behind the motivation of these elementary school students, and then she created subscales by adding the scores for the items within each factor. In order to test her hypotheses, she used a one-way ANOVA data analysis.

While the primary research technique used in studies of motivation has been questionnaires, some researchers have also used interviews to focus on individual learners (Dornyei & Ushioda, 2011). "Stimulated recall", an introspective research method, is one of data elicitation that enables researchers to "tap into and document learners' internal process in much the same way as one can observe external real-world events" (Gass & Mackey, 2017, p. 1). According to Fox-Turnbull (2009), the method allows "the investigation of cognitive processes through inviting participants to recall their concurrent thinking during an event when prompted by a video sequence or some other form of visual recall" (p. 204). He discussed the use of stimulated recall for investigating elementary school students' use of technology. The method allowed him to document the children's thoughts that they had while performing tasks.

In order to investigate a complex topic such as young learners' motivation, it is important to use various methods and obtain perspectives of students, teachers and parents, to obtain a comprehensive picture of young learners' motivation in learning a foreign language. Thus, this study will incorporate mixed-methods, specifically, by adopting concurrent design which reflects the collective findings of both quantitative and qualitative data (Mackey & Bryfonsky, 2018).

Purpose of the Study and Research Questions

The above literature review has considered the sparse literature on the motivation of young L2 learners of English, narrowing its focus to those in Japan. Existing studies reflect the general picture of Japan as a place where there is little use of English, but where there remains plenty of room for the development of an understanding of motivation. In the study to be reported below, existing literature is extended through a small investigation conducted in a Japanese private elementary school in Okinawa, whose social and linguistic context is different from that of most of Japan. Given the societal-cultural background and the unique language learning environment of the international school, we might expect motivational factors to differ, at least, from those of previous studies implemented in Japanese public elementary schools (e.g., Carreira, 2006, 2011, 2013, 2016). Or if they did not, that would also suggest something about the strength of such factors (or the extent and homogeneity of previous findings).

Accordingly, the aims of the study to be reported here were (a) to examine if the age difference matters in young learners' motivational factors, (b) to explore what motivational factors relate to what age groups of young learners of EFL in a specific context, and (c) to identify and recommend certain strategies to support and maintain young learners' motivation to learn English as a foreign language. These are stated in terms of the following research questions:

1. What motivates young learners in an international school in Okinawa, Japan to learn English as a foreign language?
2. To what extent do motivational factors affect across different age groups (6-7 years old, 8-9 years old, 11-12 years old) of young learners at this site?

Method

Site, researchers' positionality, participants

The site for this study is a private school, which is located in the southernmost prefecture of Japan, the island of Okinawa. It provides an English immersion education from kindergarten through junior high school, from age of three to fifteen. Most of the subjects are taught in English. Only in a few classes, mainly *kokugo* (Japanese as a National Language), do students use Japanese to study. There are seven 45-minutes-EFL-classes in a week from first to sixth grade. The present study targeted the EFL classrooms; which aim to develop students' English communication skills by incorporating reading, speaking, listening, and writing into practice.

As a researcher, I am very familiar with the school and the context as I am from Okinawa and taught at the school for six years. During the study, however, I was not employed by the school or resident in the area and had no relations of authority with the students.

Students from first (6-7 years old), third (8-9 years old), and sixth (10-12 years old) grades were selected. Pupils in total of one hundred and seventy; 50 first graders, 62 third graders, and 58 sixth graders from the private elementary school in Okinawa that has an English immersion program participated in the study. Parents of the pupils were informed of the purpose and the design of the study. Parents signed a consent form to allow their child to participate in the interview and questionnaire, and pupils signed an assent form to agree to participate in an interview (and university IRB approval was obtained). In the process of selecting students who participate in the interviews, the researcher carefully chose them by taking account of the results of students' questionnaires and by interviewing English teachers to seek out and identify teachers' perspectives. I divided students into three groups: students who answered with lower scores overall in their questionnaire as one group, another who had higher scores as another

group, and the students who fell in between as the third group. In the teachers' interviews, I asked each grade's focal teachers who would be in the lower, middle, and the higher group. Finally, ten students were chosen evenly from these groups to be potential stimulated recall interviewees. All ten students agreed to participate in the study. Three focal teachers from first, third and sixth-grade were selected. I interviewed them before and after the students' stimulated recall interviews. Parents who had a child (or children) in the first, third and sixth-grade (n=181) were invited to complete the parents' questionnaire², and a total of 112 parents agreed to answer it. The result (see Appendix A) showed that the majority of them speak Japanese as a first language (93 %), and some parents speak other languages such as Chinese, English and Korean as their mother tongue. In this data, notably, 40 percent of parents use English at work. Considering that this school aims to teach English through immersion approach, and the parents' use of the language at work is relatively high, students are almost certainly exposed to more English, and more models of English in use, than their counterparts in the rest of Japan.

Instruments

To understand the multifaceted motivation of young language learners, questionnaires were developed respectively for students and parents³; based on the previously-discussed literatures that have reported young language learners' language acquisition and motivation.

Questionnaire. I drew on the students' questionnaire from Carreira (2006), which Carreira entitled the Motivation and Attitudes toward Learning English Scale for Children (MALESC), and a questionnaire conducted to measure motivational orientations for learning English (Carreira, 2011). These questionnaires were combined and modified to explore five categories: (1) interest

² In the current study, I only included the parents' bio data to report out-of-school factors. The complete data will be reported elsewhere.

³ Teachers' questionnaire was administered as a larger study; the data will be analyzed in a future report.

in foreign countries, (2) intrinsic motivation, (3) caregivers' encouragement, (4) instrumental motivation, (5) perceptions of three psychological needs' fulfillment (Autonomy, Competence and Relatedness). Following other researchers, a child-friendly format was used for the closed-ended questionnaire (see Appendix B and C). There were 21 items using a smiley face Likert-scale adopted in the Péc project; Enever (2011). This study used a four-point Likert-scale, and each response was assigned a number as follows: strongly agree=4, agree=3, disagree=2, strongly disagree=1. The parents' questionnaire collected demographic data of the parents of the sample.

Observation and Stimulated recall interview. A self-observation interview is one which allows an investigation of cognitive processes through inviting participants to recall their thinking during an event when prompted by visual images (Fox-Turnbull, 2009). In this study, I observed one English class from each grade and video-recorded the lesson for a stimulated recall interview, administered to the students after the lesson. Ten focal students were interviewed (three students from first-grade, three students from third-grade, and four students from sixth-grade) using the stimulated recall method to explore how age differences affect students' EFL learning motivation. The interview was conducted in Japanese, within three hours of the lesson, to activate fresh recollections of the English learning experience.

Data collection process

Students' questionnaire and interviews. Data from 170 students (50 first graders, 62 third graders, and 58 sixth graders) were collected in November 2020. The purpose of the study and the procedures were conveyed to pupils' parents by school newsletter, school emails, and a consent form document. Only students who agreed to participate in the study participated in the questionnaire. All the student questionnaires were administered by a lead-teacher who does not belong to the target grades to minimize bias and to reduce students' pressure from their grade

teachers while answering questions. In December, I observed an English class from each grade (first, third, and sixth) and videotaped it. During the observation, I took a field note since there were no time to revisit the whole recorded data before students' stimulated recall interviews, I decided to take notes on students' eye-movement, change of body-positions and facial expressions, and other behaviors including stretching back, etc. The notes were used in the stimulated recall interviews. Within three hours after the observation, I administered stimulated-recall interviews to the focal students. At the beginning of the interviews, I explained the aims and protocol of the study with reference to an assent form (written in Japanese). The assent form for the students was developed based on a template provided by University of Hawai'i Institutional Review Board staff, and readability was checked and modified using MS Word's readability function. Its readability is Flesch Reading Ease of 80.9 which is equivalent to Flesch Kincaid grade level 4.7 (Microsoft Word for Mac, Version 16.25, 2019), thus ensuring students' comprehension of the assent form when translated into Japanese. In the Japanese translation, the author carefully selected the grade-appropriate level of Kanji (Chinese character), with kana written alongside to indicate the pronunciation.

The researcher focused on students' feelings and thinking during the stimulated recall interviews; however, none of these can be seen from the recorded data. Thus, I mainly used scenes where students made any kind of movement (e.g., clapping hands) and when teachers made utterances to their students. Upon the child's assent, I began to play the video at normal speed, then played it at a slightly faster speed (2.0x) until the participant asked to stop to reflect on any segments; the students were encouraged to stop the video at any time they want to say what they were *thinking* or *feeling* at the moment. In addition to the students' request, the author

also paused the video at certain scenes according to the field note to ask questions such as “What were you thinking at this moment?” and “How did you feel when the teacher said XYZ?”

Parents' questionnaire. In September 2019, the parents' questionnaire was sent through the elementary school's mailing system in English and Japanese. A Google Form link and a parents' consent form were attached to the email. 180 families received the email, and 112 parents answered the questionnaire. The questionnaire was administered to understand the context which surrounds the pupils, and to understand out-of-school factors for taking account of the social context into consideration when discussing the result.

Teachers' interview. Three English teachers, one from each target grade (first, third, and sixth), participated in the study. These focal teachers agreed to be interviewed and have their English class observed. In August 2019, I administered teachers' semi-structured interviews through online video conference software.⁴ There were five questions: three questions asking about students who are in different motivational status, one question about teachers' perspective of what makes students motivated, and another one asked about their thoughts of young language learners' motivation in general. In September 2019, the teachers' questionnaire⁵ (as a Google form) was sent to all the elementary English teachers (n=17). 11 teachers answered questions regarding teachers' perspectives of students' motivation, teachers' motivation to teach English, and their support for students' psychological needs. A follow-up semi-structured teachers' interview was administered after observation students' interviews. This interview aimed to

⁴ I was not able to be physically present at that time.

⁵ The current paper focuses only on the students' data necessary to address the research questions. The procedure is included for the transparency of my data collection procedures.

complement what had been addressed by students in the stimulated recall interviews to their perspectives of students' motivation.

Data analysis

Teachers' and students' interviews were transcribed and analyzed using Atlas.ti software. All answers from both stimulated recall and semi-structured interviews were transcribed and coded. A constant comparison⁶ approach embedded in the Atlas.ti software was used to run thematic analysis. Then the major group of themes was identified for further considerations. In order to emphasize and clarify the most prominent points, I eliminated themes that appeared only one time. As for the students' questionnaire, the analysis was conducted to determine whether there were identifiable patterns in the responses, groups of answers that fell together, or "factors". To do this exploration, I conducted an exploratory Principal Components Analysis (PCA) using SPSS. Then, a correlational analysis was conducted to examine the relations between age differences and motivational orientations.

Results

As for the quantitative data, this section will present results that shows students' perceptions regarding learning English as a Foreign Language (EFL). The descriptive statistics for individual items from students' questionnaire are presented in Table 2 (see Appendix D). As for the qualitative result, the students' interviews were coded and analyzed in terms of emergent themes. Teachers' post-semi-structured interviews were transcribed and compared to the statements of the focal students. The results from the mixed-method data will be discussed further in the following sections.

⁶ I used the function that helped me apply codes to a sentence/ word. I went back to the code list, and I clicked the used code to see what sentences/ words were referred to. To make sure that the codes were constant across items, I clicked all the codes to check if I was labeling it correctly.

Students' Questionnaire

The students' questionnaire scores were submitted to an exploratory principal component analysis (PCA; using SPSS, with Oblimin rotation with Kaiser Normalization) to explore if responses to the 21 items in the questionnaire displayed any underlying patterns based on their clustering. Kaiser's criterion is the default method in SPSS. When there are fewer than 40 variables, Kaiser's criterion produces the most accurate resolution (Gorsuch, 1990). The Kaiser-Meyer-Olkin value was .81, which is exceeding the required .60 (Hutcheson & Sofroniou, 1999). In addition, a significant result for Bartlett's test of Sphericity, $\chi^2(170) = 1186.194$, $p < .0001$ showed that the correlation between the categories were sufficiently large for PCA. The PCA results indicated that there are six factors (cumulative percentage of variance= 61.8%).

Factor 1, identified as *interest in foreign countries*, emerged, which is consistent with Carreira's (2006) findings. Factor 2, identified as *classroom enjoyment*, applies to fun-classroom setting and environment. Factor 3, identified as *internalized motivation*, consisted of two parent-related internalized motivational categories and one nature-of-school internalized motivational item ("I would like to participate in English classes"). Factor 4, identified as *perceived competence*, consisted of four EFL self-efficacy related categories. Factor 5, identified as *relatedness*, was composed of three friend-related categories including ("I am studying English in order to enter a high school"). Lastly, Factor 6, interpreted as *instrumental motivation*, consisted of four categories that are related to students' future use of English. (see Table 3 for the full factor breakdown with factor loadings from the pattern matrix in Principal Component Analysis, and Table 4 in Appendix E for descriptive statistics of each factor.)

Table 3

Summary of a Six-Factor Solution Based on a Principal Component Analysis of the 21 Rated Motivational Orientations Variables.

Factor 1 (Interest in foreign countries)	Live abroad (.74), Make foreign friends (.75), Speak with people from different countries (.51)
Factor 2 (Classroom enjoyment)	English lessons are great fun (.85), Look forward the day when having English class (.75), Studying with English teacher is fun (.76), My teacher listens to what we say (.47)
Factor 3 (Internalized motivation)	I would like to participate in English classes (.48), My parents are happy when I become fluent in English (.74), My parents tell me to study hard (.51)
Factor 4 (Relatedness)	Learn cooperatively with classmates (.78), Enjoy studying with classmates during English classes (.51), Studying English to enter a high school (.72)
Factor 5 (Perceived competence)	I decide whether I study English or not (.42), Consider myself good at English (.89), Consider myself as good at using English (.86), fully understand in English classes (.56)
Factor 6 (Instrumental motivation)	Try to use the English learned (.64), In my family, we all feel that it is important to learn English (.55), It is necessary to study English for my future (.60), Studying English for future job (.48)

Note. All included eigenvalues > 1., See Appendix E for the actual wording of the variables. Values represent strength of factor loading for each variable.

The resulting motivational factors PCA scores were then used as dependent variables in one-way ANOVAs to examine if there is an age difference in young learners' motivational orientation and if so, how it is different amongst the young age groups. No effect of group was found for Factor 1 (Interest in foreign countries), $F(2, 161) = 1.94, p = .147$, Factor 2 (Classroom enjoyment), $F(2, 161) = .874, p = .419$, Factor 5 (Perceived competence), $F(2, 161) = 2.24, p = .110$, or Factor 6 (Instrumental motivation), $F(2, 161) = .689, p = .504$.

The one-way ANOVA for Factor 3 (Internalized motivation), $F(2, 161) = 5.83, p = .004$, indicated a significant effect of the different age group. First graders, $M = 3.28, SD = 1.03$ showed higher internalized motivation more than third-grade students, $M = 3.18, SD = 0.97$ with a small effect (Cohen's $d = 0.10, p = .002$). However, no difference was found between first-

grade students and sixth-grade students ($p = .124$) or third-grade students and sixth-grade students ($p = .279$).

In addition, the one-way ANOVA for Factor 4 (Relatedness), $F(2, 161) = 19.8, p < .001$, revealed significant differences amongst all the grades. Furthermore, the post-hoc result of one-way ANOVA showed significant differences in first-grade students and third-grade students ($p < .0001$) with a relatively strong effect (Cohen's $d = 0.72$). First-grade students' relatedness $M = 3.66, SD = 0.67$ was the highest amongst the three grades (strongly agree = 4, agree = 3, disagree = 2, strongly disagree = 1), thus, first graders perceived more relatedness than third-grade students, $M = 3.38, SD = 0.86$. Similarly, the result yielded a significant difference between third-grade students and sixth-grade ($p < .0001$) with medium effect (Cohen's $d = 0.45$). Third-grade students $M = 3.38, SD = 0.86$ reported that they perceived more relatedness than those who are in sixth-grade $M = 3.07, SD = 0.89$. Despite a relatively small effect size (Cohen's $d = 0.23$), the ANOVA showed a significant difference between first-grade students and sixth-grade students ($p < .0001$). When comparing the two grades, it is clear that first-grade students, $M = 3.66, SD = 0.67$ perceived strong relatedness more than sixth-grade students, $M = 3.07, SD = 0.89$.

Students' stimulated recall and semi-structured interviews

Three students from each grade participated in the interview soon after the English class finished. The interviews used stimulated recall (Gass & Mackey, 2017) to probe students' feelings and thoughts during the English classes. After the stimulated recall interview, the author asked each student "why do you study English?" to explore their motivational orientations of studying EFL. The audio-recorded interview data was transcribed, and analyzed by constant comparison. In the following section, I discuss a total number of codes which I identified from stimulated recall

interviews and semi-structured interviews. Here, I present the codes that had five or more tokens (see Table 5). For example, *willingness of participation* (n = 17) emerged as the most frequent answer in the first-grade students' interview, followed by *Intrinsic motivation* which includes feeling of *fun/ happy* (n = 12). In the third-grade interviews, *feeling difficulty* (n = 9), *instrumental motivation* (n = 7) and *willingness of participation* (n = 7) were often seen. As for the sixth graders' interview, *feeling difficulty* (n = 13) appeared most frequently, which was followed by *internalized motivation* (n = 6) and *instrumental motivation* (n = 5).

Grade 1 Interviews. In the first-grade stimulated recall interview and the semi-structured interview, I identified a total of nine codes. The most frequent themes that emerged in the first-grade students' interviews were feelings of enjoyment and happiness in the classroom and willingness to participate in English classes. Typical reports were as follows. (All are translated from Japanese.)

Excerpt 1

R: *Konotoki, te wo agete irune. Don na koto kangaete ta?*

‘You are raising your hand here, what were you thinking at this moment?’

Yuta⁷: *Wakatta, wakachattā te kimochi, (.) Ureshikatta.*

‘My feeling was I got it! I got it!’ (.) I was happy.’

A teacher called on students who wanted to give a quiz to their peers. Students were raising their hands to answer the quiz, and students who answered correctly were appointed as a quiz teller.

Excerpt 2

R: *Aterareta toki wa?*

‘How about when the teacher called on you?’

⁷ Students' names are pseudonyms.

Yuta: *Ureshikatta.*

'I was happy.'

R: "*Come here*" *tte sensei ni iwareta toki wa?*

'How about when the teacher said, "Come here"?'

Yuta: *Ureshikatta.*

'I was happy.'

All three first-grade students reported their feelings of enjoyment and happiness in their English classroom. In the interview, the students showed their strong willingness to participate in the English class, especially, they were devoting themselves to be called on by their teacher. In the following excerpt, Hiro explained that he wanted to participate in the class because he knows that he can obtain credits by volunteering in the class:

Excerpt 3

R: *Sensei ni atete moraeru kana, tte kangaeteru tte itteta kedo, doushite sou omoun darou?*

'You've mentioned that you had been thinking about getting called on by your teacher, but why was that so?'

Hiro: *Mae ni konna koto kiita koto ga aru. ABCD toka de, happyou suru to seisekiga agaru (.) Pointo moraeru kara yaritai tte iu kimochi.*

'I heard something like ABCD⁸. If I raise my hand to participate, my grade goes up (.) Because I can earn credits, I want to raise my hand.'

During the stimulated recall interview, Hiro also showed his instrumental motivation to participate in the English classes.

⁸ A short phrase referring to the school's grading system.

In the semi-structured interview which was followed by the stimulated recall session, he showed his interests in foreign countries and expressed his utilitarian reasons to use English as a communication tool as follows:

Excerpt 4

R: *Doushite Eigo wo benkyou suru no?*

‘Why do you study English?’

Hiro: (.) *Eigo no tomodachi toka iro iro, sekai no koto wakatte iro iro shite, sekai toka uchū toka souiuno ga suki dakara, amerika ni itte eigo de shabereru yōni tte benkyou shiteiru.*

‘Because I like the world, and I like anything that relates to it. Also, because I like talking, I study English so that I can talk in English when I go to the United States of America.’

Grade 3 Interviews. In the first-grade stimulated recall interview and the semi-structured interview, I identified a total of 10 codes (see Table 5 in Appendix F). In the stimulated recall interview, all the three focal students reported that they felt difficulties during the English class. In the following transcript, the third-grade English teacher asked her students to put either ‘s’ or ‘es’ at the end of a singular noun to make plural form, and Rika volunteered to answer the question. Kaho was sitting next to Rika, and she clapped hands for her friend:

Excerpt 5

R: *Furimuite hakushu shiteru desho. Kono toki wa nani ka kangaete ta?*

‘You are turning around and clapping hands, what were you thinking at this moment?’

Kaho: *Kaho wa sono toki, atama ga hatena datta kedo, Rika-chan ga kotaerarete te sugoina to omotta.*

‘Kaho (I) got a question mark in my head at the time, but Rika was answering the question, so I thought she was awesome.’

In the semi-structured interview, all three students showed their instrumental motivation when asked “why do you study English?” The following transcript shows Rika’s utilitarian reason to study English:

Excerpt 6

R: *Doushite eigo wo benkyou suru no kana?*

‘Why do you study English?’

Rika: *Eigo tte hobo subete no kuni demo tsukawarete iru shi, tabun, chikyu no hanbun no hito ga eigo wo shitteiru kara (.) Tada nihongo dake shiteitara, sono kuni ni ittemo shaberenai shi.*

‘Because English is spoken in almost all the countries. Maybe because half the people living in the Earth know English (.) studying only Japanese will not help me when I go to the countries.’

It was relatively less frequently mentioned; however, two students out of three stated that their parents’ positive attitudes toward English affected their motivation to study English. In the following transcript, Ai explained why she decided to enroll the international school in Okinawa:

Excerpt 7

R: *Doushite eigo wo benkyō suru no ka sakki mo hanashi te kureta kedo, ohanashi shite kure masu ka.*

‘You’ve mentioned earlier, though would you tell me why you study English?’

Ai: *Kono gakkou ni haitta no wa, Fukuoka ni ite, Okā-san ga eigo no gakkou ni iretatte natte, watashi mo hairitai tte natte [...]*

‘Why I entered this international school is because when I was in Fukuoka, my mom, she wanted me to study at the international school, so I became to want to enter in this School [..]’

Grade 6 interviews. In the sixth-grade stimulated recall interview and the semi-structured interview, I identified a total of seven codes (see Table 5). Regarding the sixth-grade students’ stimulated recall interviews, *feeling difficulty* (n = 13) appeared most frequently. In the following transcript, Nina repeatedly used “difficult” to express her feelings during the class:

Excerpt 8

R: *Sensei ga “read the sentence” tte itte iru toki, dou omotte ta?*

‘How about when the teacher was saying “read the sentence”? What were you thinking?’

Nina: *Yomeba iino ka tte. (.) Muzukashi katta. Muzukashikute imi wakarana katta. Ichiō kiite ta kedo, imi ga wakarana katta.*

‘I thought “oh, read the sentence.” It was difficult. It was difficult so, I did not understand. I was listening to him, but I did not understand the meaning (of the text).

I thought it was difficult.’

Note that Nina is a highly motivated student, according to her English teacher. Also, students’ questionnaire result also shows that Nina marked higher scores ($M= 3.8$, $SD = 0.4$) to questions such as “I would like to try to use the English which I have learned” (strongly agree =4, agree= 3, disagree =2, strongly disagree= 1).

In the semi-structured interviews, the most frequent theme that emerged was *instrumental motivation* to study English; the students believe that English is useful when studying and/ or traveling abroad. In the following transcript, Rina first describes her utilitarian reason of learning English and showed how her motivation to study English was influenced by her mother:

Excerpt 9

R: *Eigo wo doushite benkyō shimasu ka?*

‘Why do you study English?’

Rina: *Shōrai shigoto toka (.) tatoeba, tatoeba, baito shite te, okyaku-san ga gaikoku jin de, eigo shika hanase nakatta ra jibun ga tsūyaku dekiru yōni naritai kara.*

‘Like a job in the future (.) for example, for example, I have a part-time job and if the customer was a foreigner then he could only speak English, then I want to become able to translate English by myself.’

R: *Sore wa jibun no shōrai no yume desu ka?*

‘Is that your dream for the future?’

Rina: *Okāsan ga eigo dekitara kyūryō mo agaruyo tte iukara.*

‘My mom said if I can use English, my salary goes up.’

In summary, sixth graders frequently reported that they felt difficulty and anxiety during the lessons. Similarly, third-grade students also expressed their feelings of difficulty, yet, they are willing to participate in English lessons. In contrast to third and sixth-grade students, first-grade students frequently reported that they were enthusiastic about participating in lessons while feeling happy and fun. Previous research shows that young language learners have more intrinsic motivation than those of older peers, in this regard, the findings of qualitative results regarding intrinsic motivation are matched with empirical research findings (cf. Djigunović, 2012; Nikolov, 1999; Pinter, 2017).

Teachers' follow-up interview after students' interviews

Three focal teachers were interviewed after students' interviews and their details

supplement the students' interviews. In this section, I report only one interview, as an example which could supplement students' stimulated recall interview.

Grade 1 Teacher Follow-up Interview. In the first-grade stimulated recall interview, Hiro⁹ stopped the video and told the researcher why he did not raise his hands as the class ends. The author shared his comments with the first-grade teacher:

Excerpt 10

R: He raises his hands, like straight at the beginning of the class, but he didn't, at the end of the class. So, I asked why, he said because he knew that the chances are low.

T1: You see, he's very (.) he's like an **adult**.

In this excerpt, the teacher described the student's personality as that of an adult. In excerpt 3, Hiro mentioned that he knew he could earn some credits by raising his hands. The teacher admitted that this was typical of him not to raise hands as he understood the pragmatics. In the previous research, it is reported that young second language learners have more intrinsic motivation than older students (cf. Djigunović, 2012; Nikolov, 1999); however, the teacher verified that the student has an instrumental motivation, which is more likely seen when children get older, to participate in English classes.

In the stimulated recall interview, first-grade students frequently reported that they are eager to participate in English classes. The PCA identified the item "I would like to participate in English classes" as *internalized motivation* in which other two items indicated possible influence of their parents regarding motivational orientations (e.g., Factor 3: Internalized motivation, "My parents are happy when I become fluent in English"). For first graders, their internalized motivation ($M = 3.28$, $SD = 1.03$) was higher than those of third-grade students ($M = 3.18$, $SD =$

⁹ Students' names are pseudonyms.

0.97) with a weak effect size in the quantitative result. Given that first-grade students are the ones who frequently reported an enthusiasm to participate in the lessons ($n = 12$), the qualitative and quantitative result are congruent with each other. As for the *relatedness*, quantitative result indicated that there are significant differences across all the grades (first, third and sixth); however, *relatedness* was not *marked* in the qualitative data. Instead, qualitative data indicates that anxiety, intrinsic motivation (including fun / happy), feeling difficulty, instrumental motivation, and internalized motivation were often reported and varied depending on the developmental stage.

Discussion

This paper has explored young language learners' motivation to study EFL at Japanese private elementary school. First, I present the findings of both quantitative and qualitative results by considering these results as equally important sources (cf. *concurrent design with triangulation* in Mackey & Bryfonski, 2018) to answer the research questions. Second, based on these findings, I propose pedagogical implications for teachers of young second language learners. Finally, I present suggestions regarding how parents can support young learners of EFL in the following section.

The first research question explored what motivates young learners to learn English as a foreign language. PCA revealed that the motivation of elementary school students who study EFL in an immersion environment can be categorized into six factors: interest in foreign countries, classroom enjoyment, internalized motivation, relatedness, perceived competence, and instrumental motivation. Note that *relatedness* (Factor 4) only includes *classmates* as agents in the current study (see Table 5), meaning that students are motivated to study EFL thanks to their counterparts. Three items categorized in factor 4 contain an entry such as "I am studying English

in order to enter a high school.” At a glance, this could be irrelevant to relatedness; however, when taking account of the Japanese education system that primarily values academic study as a tool of entry to white-collar jobs, students may be influenced by social pressures. Such social pressure could be obtained from their friends in dual possible ways: a) students want to study English to enter a *good* high school as like their friends, b) students study English to be able to enter a high school so that they can study with their friends. In any possible ways, students’ motivation is nurtured by relatedness (Deci & Ryan, 2000) with the other motivational factors aforementioned above.

The second research question investigated to what extent do motivational factors vary across different age groups (6-7 years old, 8-9 years old, 11-12 years old) of young learners at this site. Quantitative and qualitative results indicate that young second language learners’ motivational orientations differ depending on age groups. The one-way ANOVA analysis shows significant differences in *internalized motivation* between first and third-grade students. When comparing the two age groups, the scores of students who are in the first-grade are higher than those in the third-grade. As mentioned, this finding is consistent with the qualitative results: first graders frequently reported that they are willing to participate in English classes (see Table 5). The PCA revealed that *internalized motivation* (Factor 3) is constituted by parents-related items such as “my parents are happy when I become fluent in English” and “my parents tell me to study English hard” with the item Q5 “I would like to participate in English classes.” Considering that two of three items account for parents’ values toward English, their values could be internalized by the students (Grusec, Rudy & Martini, 1997) and affected their motivation to take part in English classes.

Moreover, results of one-way ANOVAs show that young second language learners' motivation regarding *relatedness* varies across different age groups. In this data, students in the first-grade perceived more relatedness than those who were older, and the sixth graders perceived the least relatedness within the groups. Since the qualitative result did not show the relations between age differences and *relatedness*, there is no adequate evidence to interpret why and how *relatedness* is affected by age differences. Thus, further investigation is needed, and future studies should probe the possible relationships between the factor and age differences.

Pedagogical Implications for Caregivers

PCA revealed that Factor 2, labeled as classroom enjoyment, accounting for fun-classroom setting and environment concerns teachers' positive involvement with students. For instance, Factor 2 contains "Studying with English teacher is fun" and "My teacher listens to what we say." The result implies that developing rapport between teachers and students contributes to an enjoyable classroom environment which ultimately nurtures young language learners' motivation. Because activities and tasks in the classroom cannot be always inherently interesting for individuals, teachers should know how to promote "more active and volitional (versus passive and controlling) forms of extrinsic motivation" (Ryan & Deci, 2000), that ultimately lead them to successful language teaching.

Moreover, the results suggest that parents' involvement and their positive values toward English learning influence young learners' interests and engagement in learning English. Given that parents' values are often internalized by the child (Grusec, Rudy & Martini, 1997), being aware of this fact will make a difference if parents were to leverage their children's second or foreign language learning motivation. As mentioned earlier, such a value is more likely to be internalized when there are positive relationships between caregivers and children. Ryan and

Deci (2000) stated that “the primary reason people are likely to be willing to do the behavior is that they are valued by significant others to whom they feel (or would like to feel) connected” (p. 64). Hence, creating a foundation where children can feel a sense of security and love is primarily important in terms of fostering relatedness and moreover, promoting internalized motivation in young language learners.

Conclusions

The current study has revealed six types of young second language learners' motivational factors and how age differences influence students at the site. I used a mixed-method approach: data from students' questionnaires, stimulated recall interviews, and semi-structured interviews were collected and analyzed. In the stimulated recall interviews, first-grade students frequently reported that they are willing to participate in English lessons. In the quantitative results, first graders internalized motivation, which also deals with the willingness to take part in English lessons, showed the highest mean amongst all the grades. Furthermore, one-way ANOVA revealed that first graders' internalized motivation was higher than those of third-grade students. As for the relatedness, one-way ANOVA indicates significant differences across all the grades (first, third, and sixth grades).

Nonetheless, this study has revealed a few motivational dimensions of young language learners in Okinawa; future research is essential to solving the following issues. Firstly, the data was collected from a short period of time. Thus, future studies will benefit from a longitudinal study to probe how motivational factors vary across different age groups over time. Secondly, collecting more data from teachers and parents employing questionnaires and interviews will help researchers obtain a comprehensive picture of children's EFL motivation. Finally, the findings from this study are limited by the specific context, and participants contributed to it.

Thus, applying this study to other settings such as at public schools in Okinawa seems important as the academic year 2020 elementary school English education will soon be reformed in Japan¹⁰.

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¹⁰ In the academic year 2020, teaching of English at public elementary schools in Japan will be mandatory for pupils upper than third-grade.

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Appendix A

Parents' bio data

Table 1

N = 112		
First language	105 Japanese	93%
	3 Chinese	3%
	2 English	2%
	2 Korean	2%
Language spoken with child	104 Japanese	93%
	5 English	4%
	2 Chinese	2%
	1 Bilingual (E&J)	1%
Usage of English at work	44 Yes	40%
	68 No	60%
Gender	81 Female	72%
	29 Male	28%

Appendix B

Students' Questionnaire (Japanese)
(English translation follows)

なまえ () きょうの^ひ日づけ () がつ () にち

1ねん () くみ ^{おとこ}男の子 () ^{おんな}女の子 ()

あなたの えいごの がくしゅうについて ききます。
れいの ように、 あなたに あてはまる ところに ○を つけてください。

れい) おうちで ほんを よむのが すき。



はい



まあまあ



あまり



いいえ

1 えいご の クラスは とても たのしい。



はい



まあまあ



あまり



いいえ

2 がいこくに すんで みたい。



はい



まあまあ



あまり



いいえ

3 えいごの クラスが ある日は たのしみ。



はい



まあまあ



あまり



いいえ

4 がいこくの おともだち を たくさん つくりたい。



はい



まあまあ



あまり



いいえ

5 えいごの じゅぎょうで たくさん はっぴょうしたい。



はい



まあまあ



あまり



いいえ

6 ならった えいごを もっと つかいたい。



はい



まあまあ



あまり



いいえ

7 えいごのせんせいと いっしょに べんきょうをするのが すき。



はい



まあまあ



あまり



いいえ

8 えいごを べんきょうするか しないかは じぶんで きめる。



はい



まあまあ



あまり



いいえ

9 わたしは えいごが とくい。



はい



まあまあ



あまり



いいえ

10 えいごの じゅぎょうでは ともだちと きょうりょくして べんきょうする。



はい



まあまあ



あまり



いいえ

11 おうちの人 は えいごが とてもたいせつだと おもっている。



はい



まあまあ



あまり



いいえ

12 えいごで いろんなくにの 人と はなしたい。



はい



まあまあ



あまり



いいえ

13 えいごのせんせいは、 わたしのはなしを よく きいてくれる。



はい



まあまあ



あまり



いいえ

14 おともだちと いっしょに えいごを べんきょうするのが すき。



はい



まあまあ



あまり



いいえ

15 おとなになったら えいごが ひつようだから べんきょうする。



はい



まあまあ



あまり



いいえ

16 わたしは えいごを つかうのが じょうずだ。



はい



まあまあ



あまり



いいえ

17 おうちの人 は わたしが えいごが できるようになると うれしい。



はい



まあまあ



あまり



いいえ

18 しょうらい になりたい しごとの ために えいごを べんきょうする。



はい



まあまあ



あまり



いいえ

19 えいごの じゅぎょうは よく わかる。



はい



まあまあ



あまり



いいえ

20 おうちの人 は えいごを たくさん べんきょうしなさいと いう。



はい



まあまあ



あまり



いいえ

21 ちゅうがっこうや こうこうに はいるために えいごを べんきょう する。



はい



まあまあ



あまり



いいえ

ありがとうございます。

Appendix C*Students' Questionnaire (English)*

Name () Date ()

Grade 1, Class () Boy () Girl ()

I will ask you about learning English in this questionnaire. Please mark the item which expresses your feeling with circle (○).


Ex.) I like to read books at home.

 Strongly agree
  agree
  disagree
  strongly disagree

1 English lessons are great fun.

 Strongly agree
  agree
  disagree
  strongly disagree

2 I would like to live abroad.

 Strongly agree
  agree
  disagree
  strongly disagree

3 I always look forward to the day when we have English class.

 Strongly agree
  agree
  disagree
  strongly disagree

4 I would like to make a lot of foreign friends.

 Strongly agree
  agree
  disagree
  strongly disagree

5 I would like to participate in English classes.

 Strongly agree
  agree
  disagree
  strongly disagree

6 I would like to try to use the English which I have learned.



Strongly agree



agree



disagree



strongly disagree

7 Studying with English teacher is fun.



Strongly agree



agree



disagree



strongly disagree

8 I decide whether I study English, or I do not study English.



Strongly agree



agree



disagree



strongly disagree

9 I consider myself good at English.



Strongly agree



agree



disagree



strongly disagree

10 I learn cooperatively with classmates during English classes.



Strongly agree



agree



disagree



strongly disagree

11 In my family, we all feel that it is very important to learn English.



Strongly agree



agree



disagree



strongly disagree

12 I would like to speak with people from different countries.



Strongly agree



agree



disagree



strongly disagree

13 My teacher listens to what we say.



Strongly agree



agree



disagree



strongly disagree

14 I enjoy studying with classmates during English classes.



Strongly agree



agree



disagree



strongly disagree

15 I think it is necessary to study English for my future.



Strongly agree



agree



disagree



strongly disagree

16 I consider myself good at using English.



Strongly agree



agree



disagree



strongly disagree

17 My parents are happy when I become fluent in English.



Strongly agree



agree



disagree



strongly disagree

18 I am studying English for future job.



Strongly agree



agree



disagree



strongly disagree

19 I fully understand what I have been taught in English classes



Strongly agree



agree



disagree



strongly disagree

20 My parents tell me to study English hard.



Strongly agree



agree



disagree



strongly disagree

21 I am studying English in order to enter a high school.



Strongly agree



agree



disagree



strongly disagree

Thank you very much!

Appendix D

Descriptive Statistics for Individual Items

Table 2

	First-graders (n=50)		Third-graders (n=62)		Sixth-graders (n=58)		All participants (n=170)	
Item	M	SD	M	SD	M	SD	M	SD
Q1	3.33	0.96	3.42	0.61	3.14	0.51	3.30	0.71
Q2	2.70	1.27	3.45	0.86	3.28	0.96	3.17	1.07
Q3	3.00	1.17	3.21	0.81	2.86	0.71	3.03	0.91
Q4	3.16	1.05	3.44	0.91	3.41	0.74	3.35	0.91
Q5	3.38	0.98	2.79	0.90	2.62	0.81	2.91	0.95
Q6	3.62	0.77	3.74	0.47	3.45	0.77	3.61	0.69
Q7	3.38	0.89	3.29	0.75	3.41	0.64	3.36	0.76
Q8	3.54	0.88	3.06	0.97	3.07	0.91	3.21	0.94
Q9	2.96	1.11	2.95	0.83	2.71	0.81	2.87	0.92
Q10	3.66	0.62	3.39	0.79	3.16	0.81	3.39	0.78
Q11	3.59	0.70	3.63	0.75	3.60	0.64	3.61	0.70
Q12	3.28	1.08	3.53	0.80	3.36	0.80	3.40	0.90
Q13	3.31	1.01	3.52	0.69	3.33	0.70	3.39	0.81
Q14	3.64	0.67	3.47	0.80	3.19	0.78	3.42	0.78
Q15	3.60	0.80	3.60	0.71	3.67	0.75	3.62	0.75
Q16	2.94	1.17	2.87	0.73	2.64	0.82	2.81	0.92
Q17	3.52	0.90	3.85	0.50	3.64	0.48	3.68	0.65
Q18	3.36	1.03	3.69	0.64	3.45	0.72	3.51	0.81
Q19	3.38	0.89	3.40	0.66	3.33	0.70	3.37	0.75
Q20	2.96	1.09	2.90	1.03	2.88	0.89	2.91	1.00
Q21	3.68	0.71	3.29	0.97	2.86	1.02	3.26	0.98

Appendix E
Descriptive Statistics for Each Factor

Table 4

Item		Grade 1 (n=50)		Grade 3 (n=62)		Grade 6 (n=58)		All Students (n=170)		95% CIs (n=170)	
		M	SD	M	SD	M	SD	M	SD	L	H
Factor 1: Interest in Foreign Countries											
Q2	I would like to live abroad.	2.70	1.28	3.45	1.28	3.28	0.97	3.17	1.08	3.01	3.33
Q4	I would like to make a lot of foreign friends.	3.16	1.06	3.44	1.06	3.41	0.75	3.35	0.91	3.21	3.48
Q12	I would like to speak with people from different countries.	3.28	1.09	3.53	1.09	3.36	0.81	3.40	0.90	3.26	3.54
		3.05	1.13	3.47	0.85	3.35	0.84	3.29	0.94	3.26	3.36
Factor 2: Classroom Enjoyment											
Q1	English lessons are great fun.	3.33	0.97	3.42	0.97	3.14	0.51	3.30	0.71	3.13	3.46
Q3	I always look forward to the day when we have English class.	3.00	1.18	3.21	1.18	2.86	0.71	3.03	0.91	2.87	3.19
Q7	Studying with English teacher is fun.	3.38	0.90	3.29	0.90	3.41	0.65	3.36	0.77	3.20	3.52
Q13	My teacher listens to what we say	3.31	1.02	3.52	1.02	3.33	0.71	3.39	0.81	3.23	3.55
		3.25	1.03	3.36	0.73	3.19	0.73	3.27	0.81	3.23	3.55
Factor 3: Internalized Motivation											
Q5	I would like to participate in English classes.	3.37	0.99	2.79	0.99	2.62	0.81	2.90	0.95	2.74	3.06
Q17	My parents are happy when I become fluent in English.	3.52	0.91	3.85	0.91	3.64	0.48	3.68	0.66	3.52	3.84
Q20	My parents tell me to study English hard.	2.96	1.11	2.90	1.11	2.88	0.90	2.91	1.01	2.75	3.07
		3.28	1.03	3.18	0.97	3.05	0.87	3.17	0.96	3.12	3.21
Factor 4: Relatedness											
Q10	I learn cooperatively with classmates during English classes.	3.66	0.63	3.39	0.63	3.16	0.81	3.39	0.78	3.23	3.55

Q14	I enjoy studying with classmates during English classes.	3.64	0.67	3.47	0.67	3.19	0.78	3.42	0.78	3.26	3.58
Q21	I am studying English in order to enter a high school.	3.68	0.71	3.29	0.71	2.86	1.03	3.26	0.98	3.10	3.42
		3.66	0.67	3.38	0.86	3.07	0.89	3.36	0.85	3.31	3.40
Factor 5: Perceived Competence											
Q8	I decide whether I study English, or I do not study English.	3.54	0.89	3.06	0.89	3.07	0.92	3.21	0.95	3.04	3.37
Q9	I consider myself good at English.	2.96	1.12	2.95	1.12	2.71	0.82	2.87	0.93	2.71	3.03
Q16	I consider myself good at using English.	2.94	1.19	2.87	1.19	2.64	0.83	2.81	0.92	2.65	2.97
Q19	I fully understand what I have been taught in English classes	3.38	0.90	3.40	0.90	3.33	0.71	3.37	0.75	3.21	3.53
		3.21	1.06	3.07	0.83	2.94	0.86	3.06	0.92	3.02	3.11
Factor 6: Instrumental Motivation											
Q6	I would like to try to use the English which I have learned.	3.62	0.78	3.74	0.78	3.45	0.78	3.61	0.69	3.44	3.77
Q11	In my family, we all feel that it is very important to learn English.	3.59	0.70	3.63	0.70	3.60	0.65	3.61	0.70	3.45	3.77
Q15	I think it is necessary to study English for my future.	3.60	0.81	3.60	0.81	3.67	0.76	3.62	0.75	3.46	3.79
Q18	I am studying English for future job.	3.36	1.05	3.69	1.05	3.45	0.73	3.51	0.82	3.35	3.67
		3.54	0.85	3.67	0.65	3.54	0.73	3.59	0.74	3.55	3.77

Appendix F
Frequency of Codes Emerged in First, Third, and Sixth Graders' Interviews

Table 5

Codes	G1	G3	G6
anxiety			5
confident		2	
feeling competent	2	2	2
feeling difficulty	3	9	13
Instrumental motivation	5	7	5
Interests in foreign countries	2	2	1
Intrinsic motivation (including fun / happy)	12	4	3
Internalized motivation		2	6
lonely	3		
not focusing	2	1	
relatedness	1	3	
willingness of participation	17	7	

Note: Numbers shaded= $5 \leq n$